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ABSTRACT

The Teacher Peer Support Program (Toronto, Ontario, Canada) described in this report was monitored for 2 years, from its inception in the 1990-1991 school year. The main objective of the research was to ascertain the degree of success of a formal induction program. Sources of information included questionnaire data from two cohorts of novice and mentor teachers and their principals. A group of non-mentored novices was also surveyed to provide a basis for comparison. Data were collected using journal entries in year 1 and focus group interviews in year 2. Data for both groups of beginning teachers are presented in terms of self-identity as a teacher, perceived competence, and evaluation of the project. Mentors evaluated the project and their own personal growth. Obstacles that could limit the potential of the program were identified, and ideas for change offered by teacher participants and principals. Appendices provide program structure and process; a summary of topics discussed between beginning teachers and mentors; activities that mentors and novices did together; strengths and benefits of the pilot project; concerns about the project; principals' responses to questionnaire items; changes recommended by beginning teachers, support teachers, and principals; and sample research instruments. (LL)

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A Two Year Evaluation of the Peer Support Pilot Project

1990-1992

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A Two Year Evaluation of the Peer Support Pilot Project

1990-1992

December 1992

Maisy Cheng
Robert S. Brown

Summary

The Toronto Board's Peer Support Program was monitored for two years, from its inception in the 1990-1991 school year. The main objective of the research was to ascertain the degree of success of this formal induction program.

Sources of information included questionnaire data from two cohorts of novice and mentor teachers in the pilot project, and their principals. A group of non-mentored novice teachers was also surveyed, to provide a basis for comparison. Anecdotal data from the program participants were also collected, using the formats of journal entries in Year One and focus group interviews in Year Two.

Evidence that the program is advantageous for both beginning and experienced teachers are summarized below.

Beginning Teachers

- o Self-identity as a teacher
  In both years of the study, over three quarters of the project teachers rated their first year in teaching as positive, believed they made the right career decision, and planned to stay in teaching in the near future. The more positive outlook of the experimental group (as contrasted to the comparison group) was more pronounced in Year One than in Year Two.
- o Perceived competence as a teacher
  Project teachers reported a reduction in most of the areas of potential difficulty listed on the questionnaire (time/classroom organization, classroom management, resources, system information, emotional support) between September and June. Teachers in the comparison group, on the other hand, perceived a reduction in fewer problem areas and the reduction was less substantial. In some areas (such as time/classroom organization, and classroom management), the problems for the comparison teachers have increased appreciatively over time.
- o Evaluation of the project
  About two-thirds of the teachers involved found the project excellent, and valuable for their professional growth.

Mentors

- o Evaluation of the project
  Over half of the mentors rated the project excellent and useful to their professional growth.
- o Personal Growth
  Benefits mentioned by mentors included the chance to widen their own perspective; learning new ideas and techniques from the beginning teachers; revitalization; and the sense of reward to help a new teacher.

A number of obstacles that could limit the potential of the program were identified, including the possible lack of compatibility between partners; and the difficulty of mentors in finding time to fully commit themselves. Ideas for changes were offered by the teacher participants and principals.

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Introduction

Background

Research indicates that formalized, structured induction programs benefit new employees in any profession more than induction practices that are informal, unstructured and casual. The greater benefits are most evident in the areas of career commitment and competence of the new hires (Yosha, 1991).

Literature pertaining specifically to the teaching profession indicates that systematic induction such as formal mentoring benefits both the novice teachers and mentors. Some of the most often cited benefits for beginning teachers are: greater self-confidence, job satisfaction and sense of belonging; the demonstration of improved teaching skills, acquisition of teaching techniques not previously taught in faculties of education; experience of less unheeded difficulties; and more motivation to stay in teaching. Mentor payoffs include professional growth through learning from the less experienced teacher; revitalization; reassessment of the teachers' own philosophy; and a sense of reward in helping a new colleague. (Barnes and Huling-Austin, 1984; Cole and Watson, 1991; Huffman & Leak, 1985; Galvez-Hjornevik, 1986; Stoll, 1991; Yosha, 1991).

In November 1989, the Toronto Teachers' Federation submitted a proposal to the Toronto Board of Education for a systematic induction program designed to help beginning teachers adjust to their new role. This project involved an experienced teacher working collaboratively with a novice teacher through on-going support and sharing. Both teachers were given up to five full days of release time during the year (to be used when and as they chose) for professional dialogue and sharing. The intent was to provide a personalized professional development plan and process for the new hire, as well as mutual support for novice and mentor, as needed. (See Appendix A for descriptions of how release time was used. See Appendices B and C for descriptions of topics discussed and joint activities.)

The proposal for funding 25 pairs of teachers was approved by the Toronto Board of Education in November, 1989 and implementation began in September, 1990. (Toronto Board of Education, 1989.) Invitations for participation went out to the new hires and experienced teachers in the early summer of 1990. There were 83 new hires and 180 experienced teachers wishing to participate in the Peer Support Pilot Project. The selection of the participants was based on the following conditions:

- that the new hire be an inexperienced teacher;
- that a volunteer mentor be available in the same school as a new hire;
- that the experienced teacher and new hire be teaching a similar grade level or program.

In addition, the selection had to satisfy the goal of including as many schools as possible in the project. Consequently, 25 pairs who met most of the requirements were selected to participate.

The program was repeated in 1991-1992. The participants were given five release days as before for professional sharing during the school year. Similar recruitment criteria were used, but the number of beginning and support teachers was increased from 25 to 38 pairs.

The first year participants were invited to attend an orientation meeting in the last week of August. A similar meeting for the Year Two sample took place in the second week of September. Subsequent meetings in 1990-91 included an October gathering to share common issues and concerns, and a year end meeting in May. In 1991-92, a series of three half-day workshops (one in November, one in February, and one in April) on themes identified by participants as important for professional development of new teachers (for example, whole-language learning) was offered.

Since this was a new venture for the Board and a pilot project, the planning committee that was formed to implement the program felt that there was a need to evaluate program effectiveness. As a result, the Board's Research Department was invited to participate in the evaluation of the project.

Research Methods

Evaluation of the project involved data collection from the following groups during the 1990-91 and 1991-92 academic years:

1. new hires in the project (experimental group),
2. new hires not in the project (comparison group),
3. experienced teachers in the project, and
4. principals.

The comparison group in 1990-91 included 30 new hires who applied to participate in the Project, but could not get in because they did not meet most of the criteria for selection. However, a similar method of recruiting the comparison group could not be used in 1991-92, because almost all beginning teachers who applied to participate could be accommodated. Consequently, a random sample of elementary teachers new to the Board was used as a comparison group.

The research instruments included:

1. A monthly journal for the beginning and experienced teachers in the project (1990-91 only):
   - o to document the specifics of their contacts;
   - o to describe the type of help given or received during the contacts.

2. Questionnaires (in September, January and June) for the beginning teachers in both experimental and comparison groups in 1990-91. In 1991-92, the questionnaire was administered in January and June only:
   - o to identify areas of difficulties at different time points during the first year of teaching;
   - o to describe their overall experience as a first year teacher;
   - o to describe their overall experience in the project (experimental teachers only);
   - o to make suggestions for program changes (experimental teachers only).

3. Questionnaires for the experienced teachers in the project (administered three times to the 1990-91 cohort and twice to the 1991-92 cohort):
   - o to identify areas of difficulties as support teachers at the different times of the year;
   - o to describe their overall experience in the project;
   - o to make suggestions for changes.

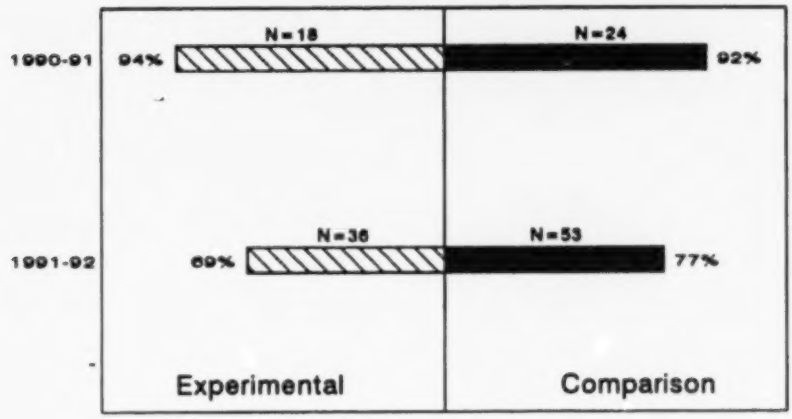
4. Focus groups of beginning teachers, support teachers and principals, who discussed their experiences of the Peer Support Project (1991-1992 only).

5. Questionnaire for the principals to be completed at the end of the school year:
   - o to describe their observations about the project;
   - o to outline their role in the project;
   - o to recommend changes.

The Sample

A. Beginning Teachers[1]

Distribution of Female Teachers



- The majority of the beginning teachers in the two year study were female.
- The proportion of female teachers was substantially higher in the first year than the second year of the study.

Age of Beginning Teachers

Age	1990–1991		1991–1992	
	Experimental N=18	Comparison N=25	Experimental N=36	Comparison N=53
30 years and under	61%	56%	50%	53%
31–40 years	28%	32%	33%	25%
Over 40 years	11%	12%	17%	23%

- Over half of the beginning teachers were 30 years of age or younger.
- The 1990-91 beginning teachers, as a group, were somewhat younger than their counterparts in 1991-1992.

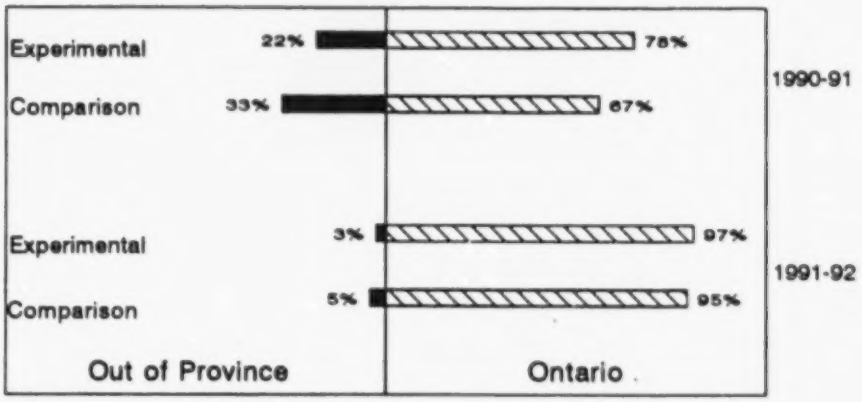
[1]The N's in the graphs will vary somewhat because they are based on the number of respondents who answered a particular question.

Educational Attainment of Beginning Teachers

Education	1990–1991		1991–1992	
	Experimental (N=18)	Comparison (N=25)	Experimental (N=32)	Comparison (N=42)
Bachelors	89%	88%	90%	81%
Masters	6%	8%	6%	17%
Other	6%	4%	3%	2%

- Bachelors degree was the highest level of educational attainment for most beginning teachers.
- The proportion of beginning teachers with masters degrees in the second year comparison group was double that of the other three groups.

Place of Training



- Most beginning teachers received their teacher training in Ontario.
- In 1991-1992, the proportion of beginning teachers who were trained outside of Ontario dropped considerably for both the experimental and comparison groups.

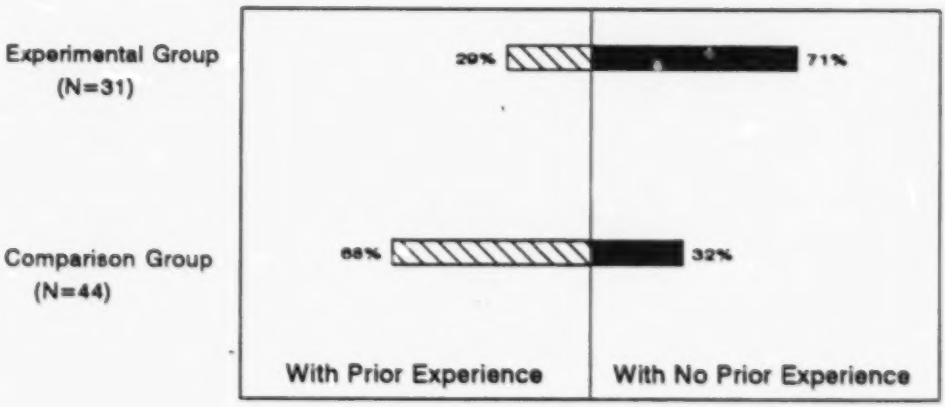
Grade Level Taught by Beginning Teachers

Grade Level	1990–1991		1991–1992	
	Experimental (N=17)	Comparison (N=22)	Experimental (N=27)	Comparison (N=43)
Primary*	77%	81%	80%	49%
Jr/Intermediate only	18%	14%	15%	44%
Other (eg. sp. ed.)	6%	5%	5%	7%

* Includes mainly grades K-3, although a few indicated K-6 or K-8.

- Most (except for the Year Two comparison group) taught Primary grades.
- The proportion of beginning teachers who taught Junior and Intermediate levels only was highest among the second year comparison group.

Previous Teaching Experience of Beginning Teachers (1991-1992 only)[2]

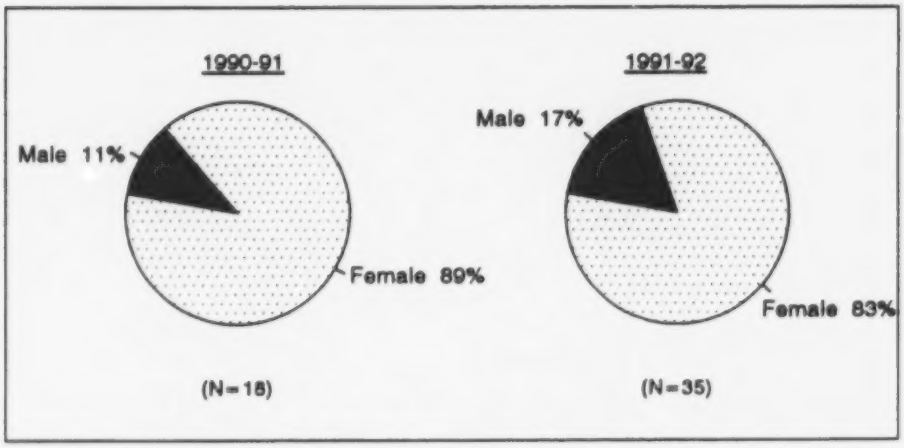


- The majority of the experimental group had no prior teaching experience. The reverse was true for the comparison group. Since the comparison group was randomly selected, and the experimental group was designed to include those without prior experience, this shows a difference which may influence other responses.

[2]The question about previous teaching experience was not asked in the 1990-1991 instrument.

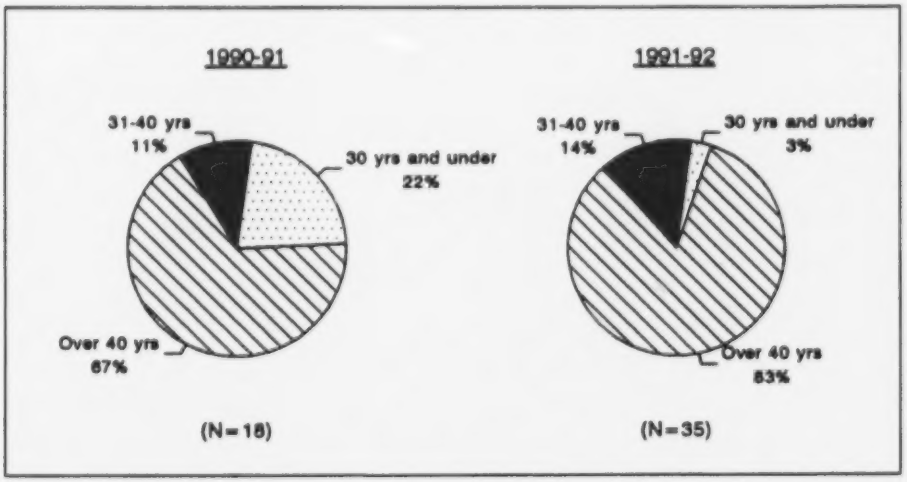
B. Support Teachers

Gender of Support Teachers



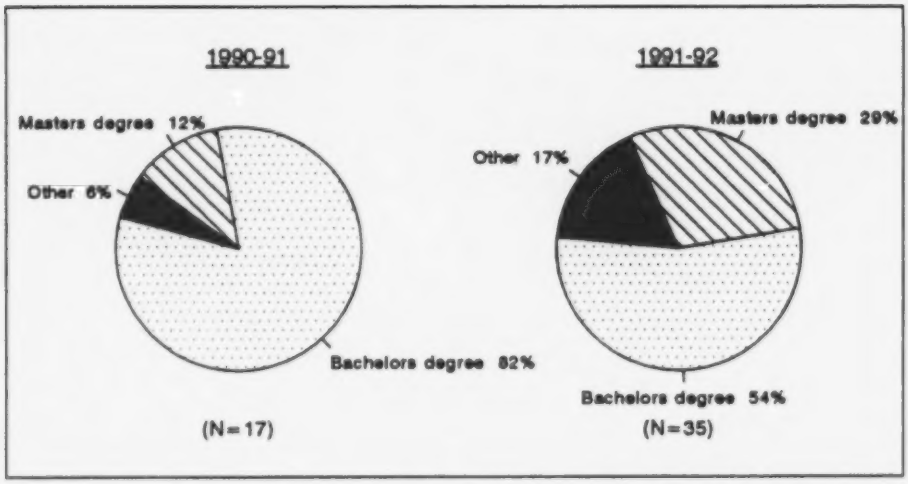
- Most support teachers in both years were female.

Age of Support Teachers



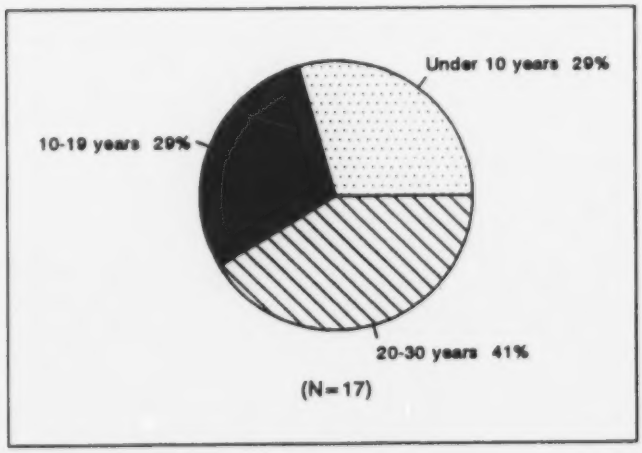
- Most support teachers were over 40 years old. However, the proportion of older teachers increased substantially from about two thirds to over three quarters between Year One and Year Two.

Educational Attainment of Support Teachers



- Most had bachelors degrees; more than twice as many support teachers in the second year indicated a higher level of educational attainment.

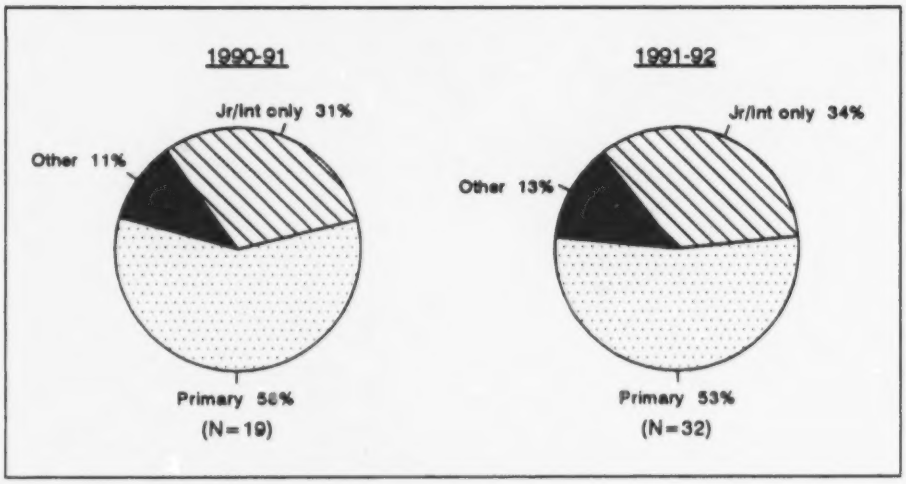
Teacher Experience (1990-1991 only)[3]



- Teaching experience of support teachers in Year One of the study ranged from four to 29 years. About 40% had 20-30 years of experience.

[3]The question about teaching experience of the mentors was not asked in the 1991-1992 instrument.

Grade Level Taught by Support Teachers



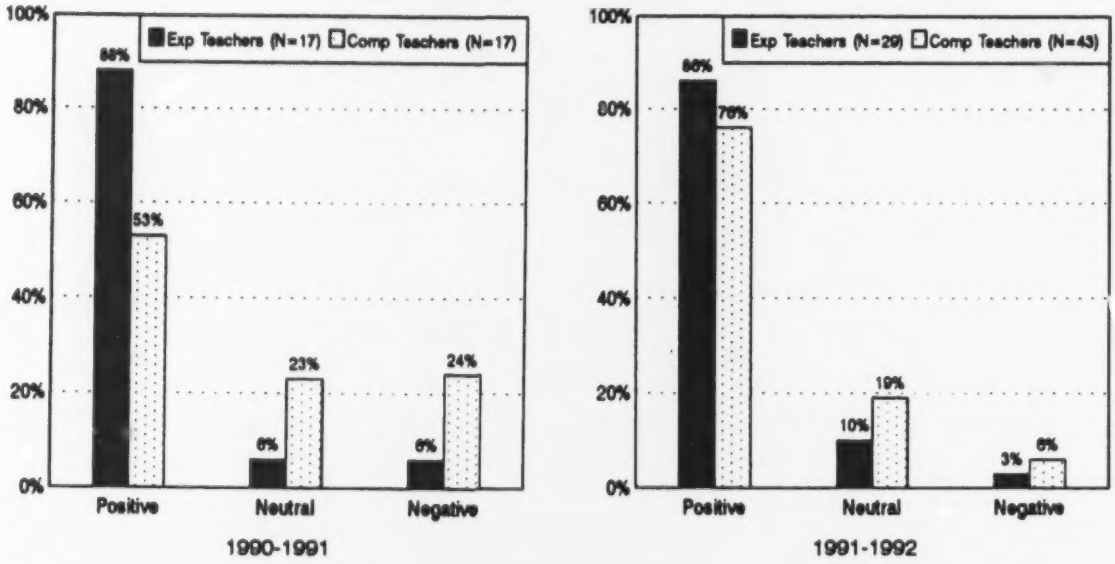
- Over half taught Primary grades; the proportions were similar for both years of the study.

- Compared to the beginning teachers in the experimental groups in both years, the support teachers were more likely to teach Junior/Intermediate only.

The Results

A. EXPERIENCE AS A FIRST YEAR TEACHER: EXPERIMENTAL AND COMPARISON GROUPS

Overall Experience as a New Teacher

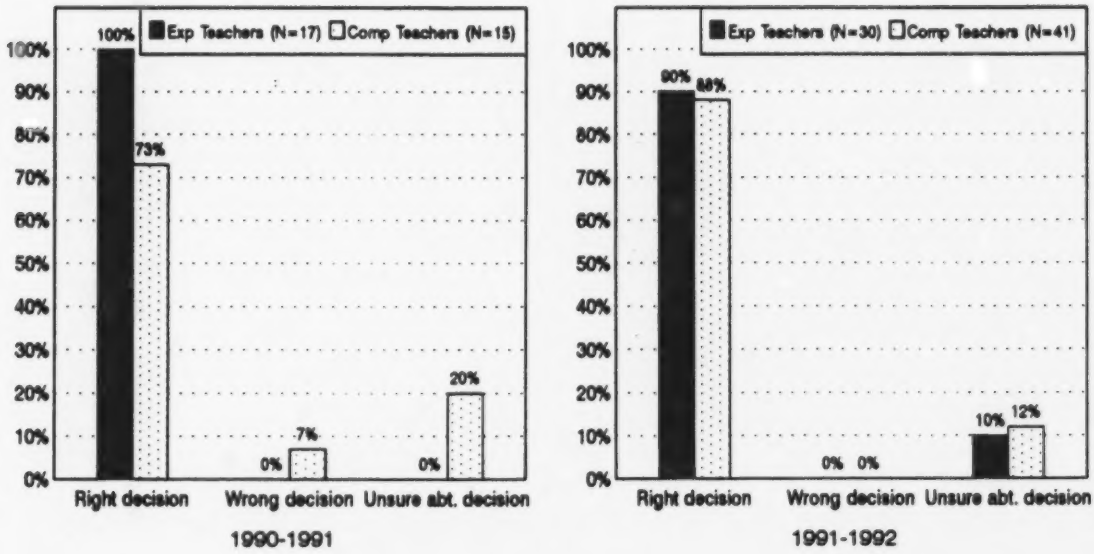


- Beginning teachers in the 1990-1991 project were much more likely than those in the comparison group to report overall positive experience as new teachers.

- Beginning teachers in the 1991-1992 project were slightly more likely than those in the comparison group to report overall positive experience as new teachers. Both, in fact, had very positive overall experiences.

- The percentage of experimental teachers with positive experiences as new teachers were very similar (88% and 86%) over the two years.

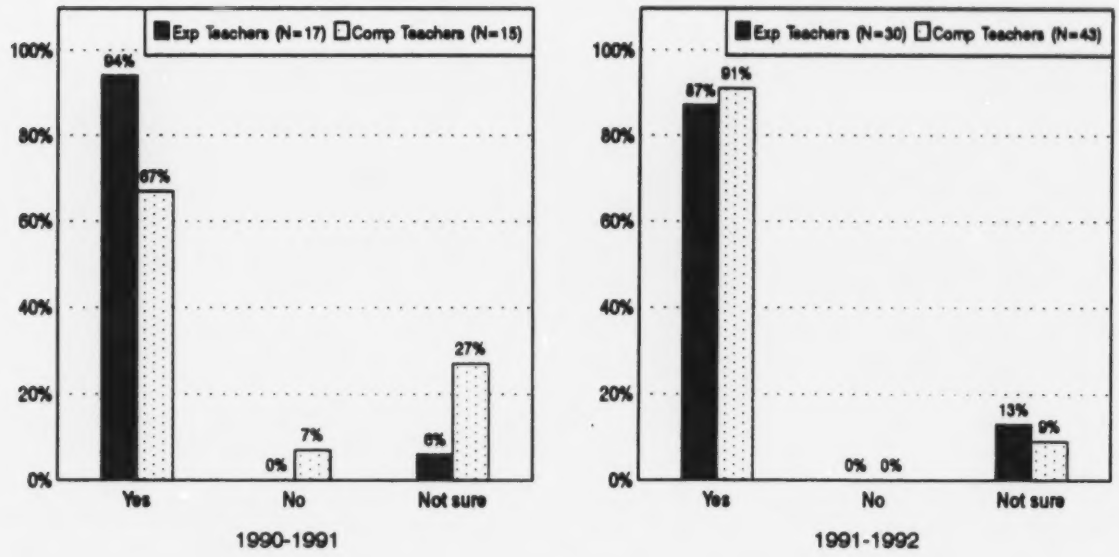
Decision To Become a Teacher



- In the first year, all experimental teachers felt they had made the right career decision to become a teacher, as opposed to 73% of the comparison teachers.

- In the second year, the vast majority of both experimental and comparison teachers thought they had made the right decision to become a teacher.

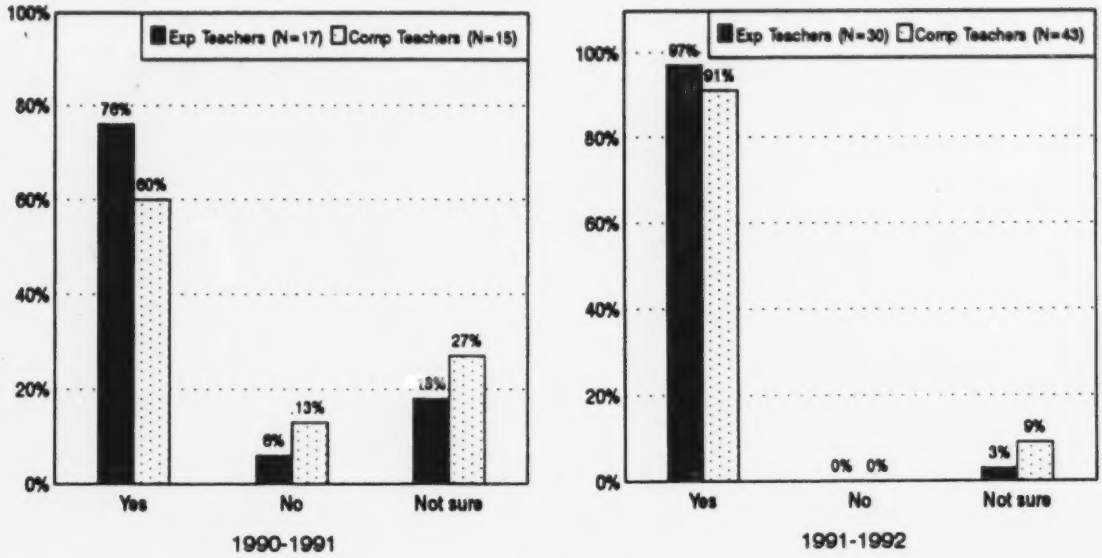
Choosing Teaching As A Career Again



- In the first sample, almost all experimental teachers said they would choose teaching as a career again, compared to 67% of new teachers in the comparison group.

- In the second sample, almost all experimental and comparison teachers said they would choose teaching as a career again.

Staying in the Teaching Profession



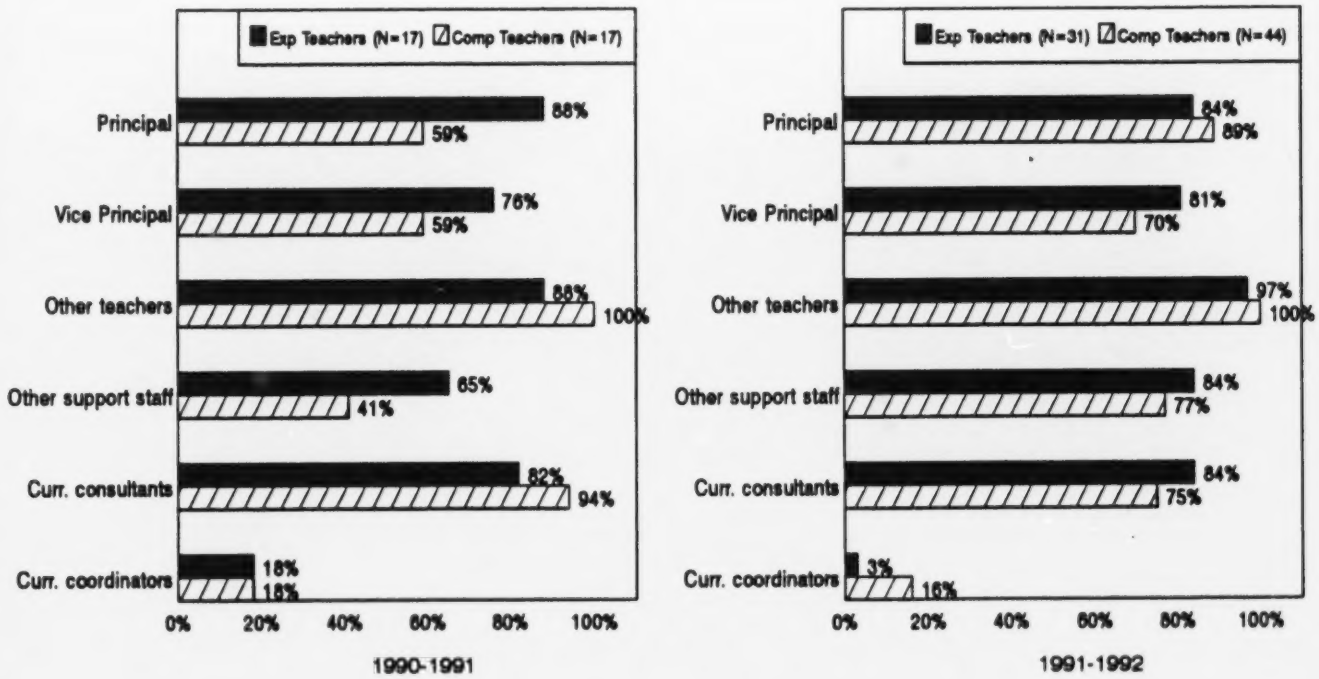
- In the first year, more new teachers in the pilot project expected to still be in teaching five years from now (76% in contrast to 60% in the comparison group).

- In the second year, slightly more teachers in the pilot project (97%) than those in the comparison group (91%) thought they expected to stay in teaching two years from now.[4]

[4]The question was changed in the second year, because it was thought new teachers might find two years a more concrete timeframe for planning.

Sources of Help

- In both years of the study, over half of the new teachers asked other teachers, principals, vice-principals, curriculum consultants and support staff for help. In both years teachers in the experimental group were somewhat more likely than the comparison group to rely on vice-principals and support staff.



The informal help received by 'rookies' from experienced teachers can be succinctly summarized by two participants in the first year of the program:

> "90% of my questions and concerns were answered only after I went and bothered a more experienced teacher (and felt bad about it)"
>
> (A new teacher in the comparison group)

> "I was helping new teachers in the past on an informal basis. Great that it's been established now (as a formal program)".
>
> (A support teacher in the project)

Areas of Difficulty

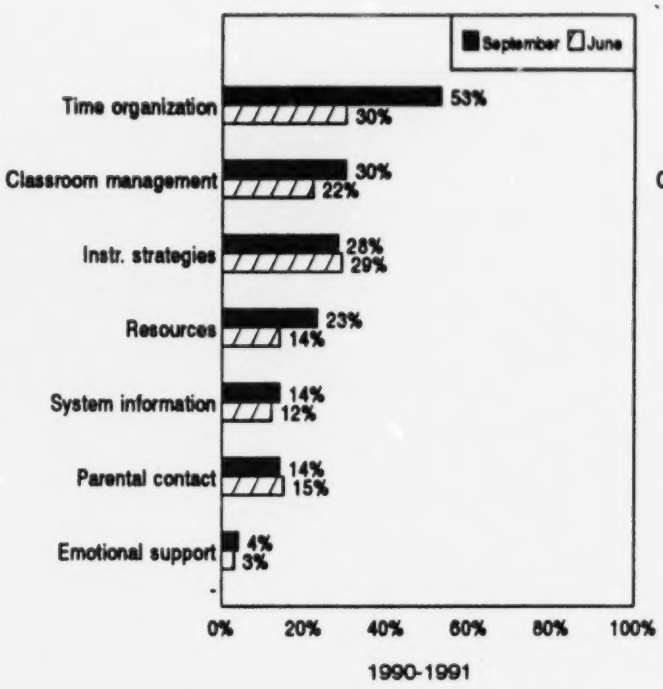
- In the first year of the program, both experimental and comparison groups found that *organizational strategies* (e.g. finding sufficient time to prepare lessons) were the most difficult during their first year as a teacher.

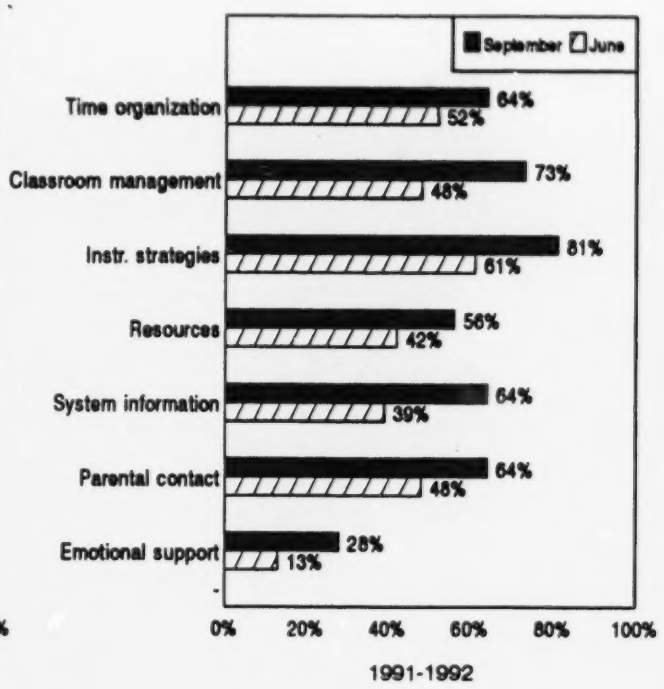
- In the second year of the program, both experimental and comparison groups found that *instructional strategies* (e.g. writing accurate and useful report cards) were the most difficult during their first year as a teacher.

- In both years, experimental and comparison groups said that *emotional support* was the least difficult area.

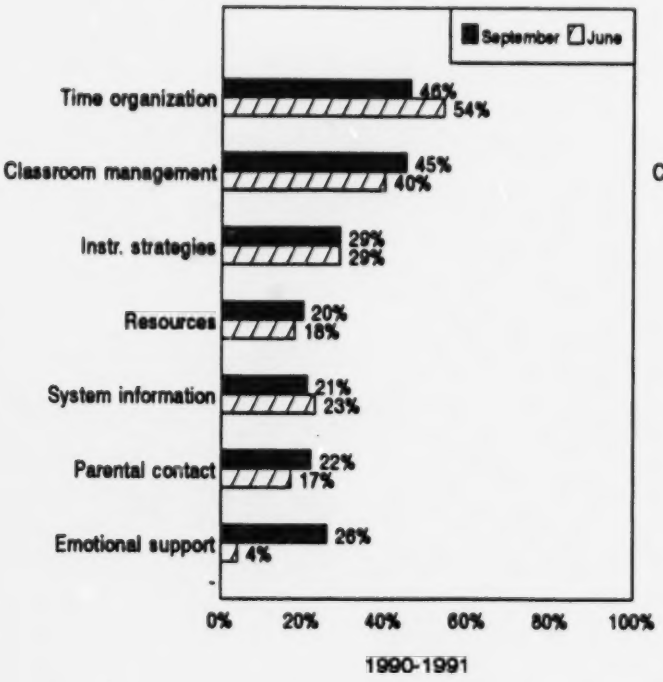
- **In both years of the program, experimental teachers perceived a reduction in most areas of difficulty throughout the year. Comparison teachers, on the other hand, perceived a minimal reduction, or an increase, in these problem areas.**

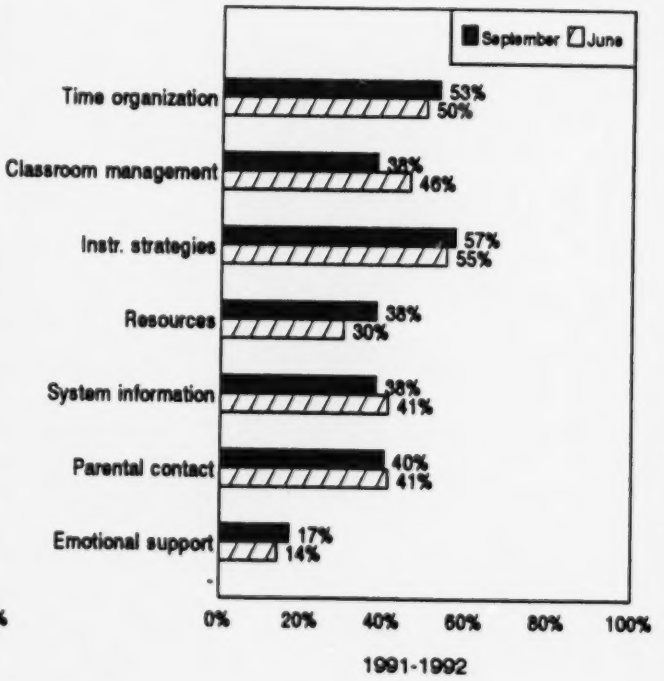
i. Peer Support Beginning Teachers-- Areas of Difficulty





ii. Comparison Beginning Teachers-- Areas of Difficulty





Experiences of Experimental and Comparison Groups: Some Comments

Both experimental groups tended to have similar, positive experiences in their first year of teaching. However, the comparison groups were not so similar. In terms of demographic characteristics, the Year Two comparison group participants were somewhat older than their predecessors, had higher educational qualifications, were less likely to be trained in an institution outside of Ontario, and were more likely to teach Junior/Intermediate levels only.

Comparison group participants in Year Two tended to have a much more positive outlook than their predecessors in Year One-- having for the most part, an overall positive experience, believing they had made the right choice in choosing teaching, and thinking they would stay in teaching. They also appeared to be more willing than those in the Year One comparison group to ask for information from others in the school system, specifically principals, vice-principals, curriculum co-ordinators, and other support staff.

At first, these differences may appear somewhat puzzling, especially in light of the similarities of the experimental group findings. However, one possible explanation relates to the way that the comparison groups were selected. In the first year, only about a third of the new teachers interested in the program could be accommodated; most of those who could not became the comparison group. Not surprisingly, the comparison and experimental groups of Year One were quite similar in terms of demographic makeup. In Year Two, almost all new teachers who applied to the program could be accommodated. Therefore, the comparison group consisted of a random selection of beginning teachers. The demographic makeup of the experimental and comparison groups in Year Two were somewhat different, especially in such areas as subjects being taught and previous teaching experience.

It is possible the experimental and comparison group in Year One, and the experimental group in Year Two, were somewhat more in need of the moral support offered through the program, than were other teachers hired by the Board. In other words, the Peer Support Project may be most psychologically beneficial to those new teachers who expressed a need for the program. Other teachers may have been able to find this support through other means, such as 'informal' mentoring by other 'unofficial' support teachers[5]; or through a confidence acquired by previous teaching experience.

At the same time, the program was clearly beneficial in terms of reducing difficulty in all areas of teaching. Thus, **in areas of perceived competence,** (as opposed to attitude), the program appears to have made a powerful difference. New teachers involved in the program appear to have found teaching to be less difficult at the end of the year; new teachers outside of the program found teaching as difficult or even more so.

---

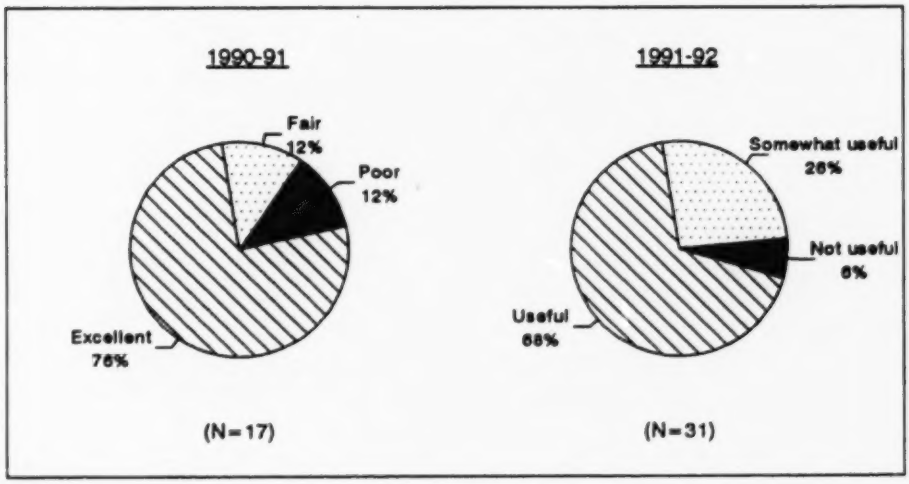
[5]This informal mentoring was evident from the questionnaire responses to other teachers as sources of help in both years of the survey. It was also referred to in the focus groups of Year Two. It was noted that mentoring goes on, whether official or unofficial; however, an official program is useful in giving needed recognition to the support teachers, and also makes it easier for the new teacher to ask questions. The Peer Support Project might therefore be considered as a more efficient way of encouraging a process that will go on whenever there are new teachers in a school system.

B. EVALUATION OF THE PROJECT[6]

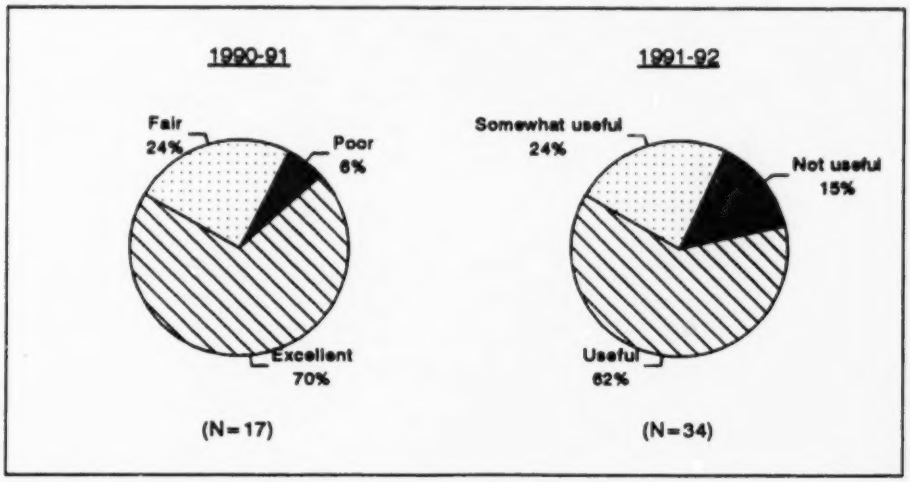
Overall Appraisal

- Most novice teachers and support teachers in both years of the project had a positive appraisal of the project overall.

i. *Beginning Teachers*-- Overall Appraisal[7]



ii. *Support Teachers*-- Overall Appraisal



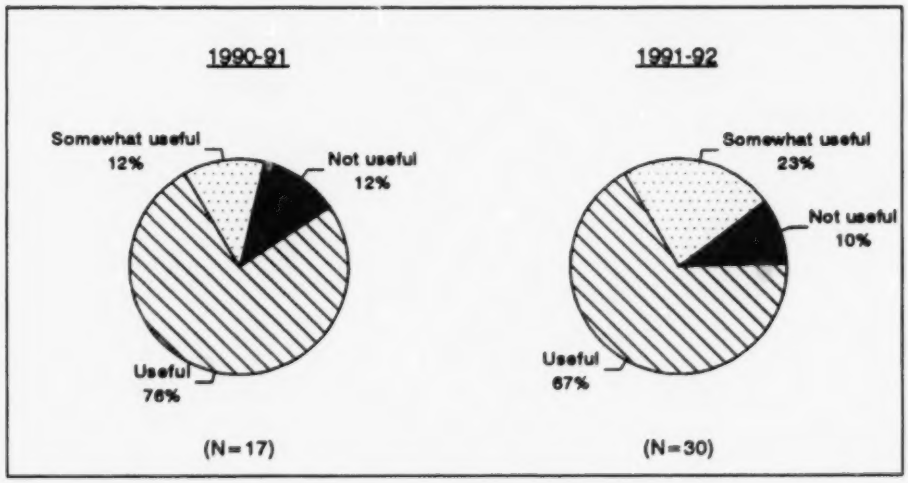
[6]See Appendices D, E and F for more detailed descriptions of teachers' and principals' opinions on the strengths and weaknesses of the program.

[7]In Year Two, the wording for the question was changed from whether participants felt "excellent", "fair", or "poor" about their overall program experience, to "useful", "somewhat useful" and "not useful".

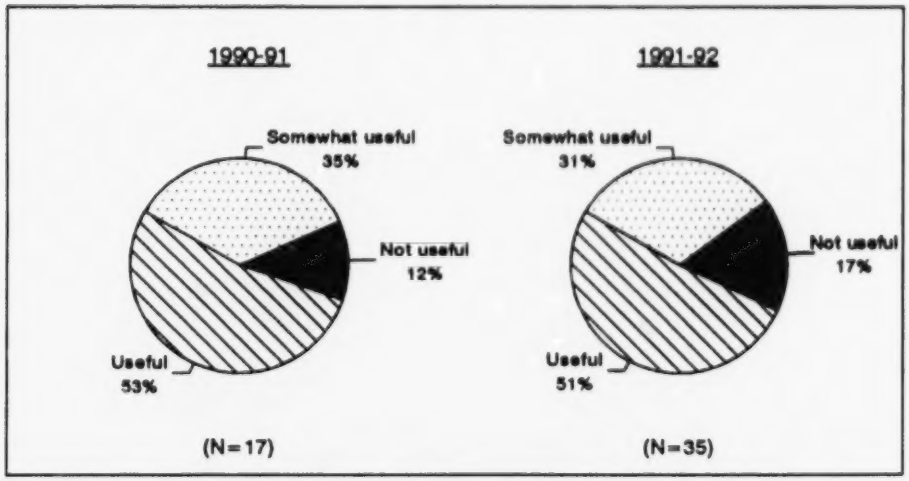
Impact on Professional Growth

- Most novice teachers and support teachers in both years of the project thought it was definitely useful to their professional development.

i. *Beginning Teachers*-- Usefulness of the Project To Professional Growth

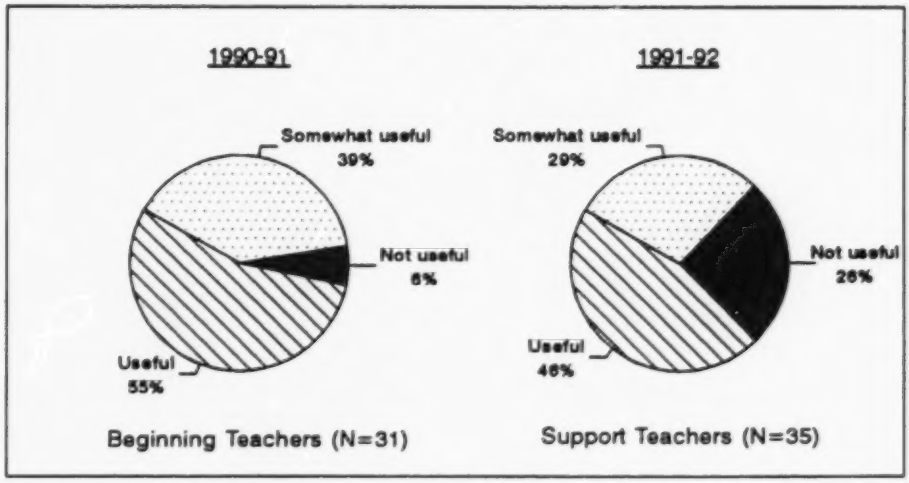


ii. *Support Teachers*-- Usefulness of the Project To Professional Growth

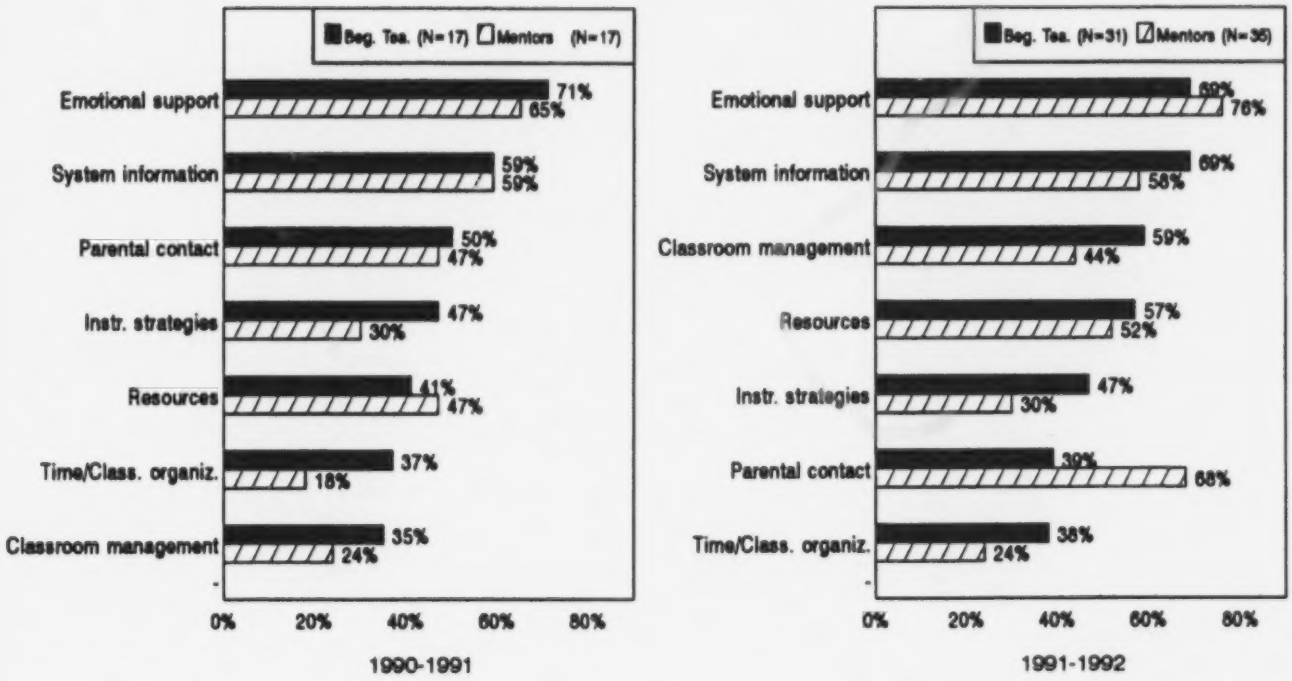


Workshops

- In Year Two, three half-day workshops were held for beginning and support teachers. A majority of beginning teachers (55%) thought these were definitely useful; slightly under half of support teachers (46%) thought they were definitely useful.



Areas of Support Received



- Both novice teachers and their mentors agreed that considerable help had been given and received in the areas of *emotional support* and *system information.*

- In the second year, there was a difference in how beginning teachers and mentors perceived help with *parental contact.* Most mentors thought they gave considerable help in this area, but beginning teachers did not appear to agree.

Appendix G describes teachers' and principals' recommendations for future changes.

Degree of Support Received

- When the novice teachers were asked to indicate how supportive their mentors were during the year, 77% of novice teachers in the first year and 86% of teachers in the second year rated their mentors at least a 4 on a scale of 5.

Future Commitment

- When support teachers were asked if they would like to participate in a similar kind of project in the future, response was quite favourable to the project. Most of Year One support teachers (88%) said they would like to participate, while the remainder (12%) were unsure. Nearly three quarters of Year Two support teachers (73%) said they would like to participate, slightly under a fifth (18%) were unsure, and a tenth (9%) said they would not.

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Appendix A: Program Structure and Process

How Often did the Partners Meet ?

- In both years, approximately 80% of the participants met at least weekly in September, some even on a daily basis. However, by the last three months of the school year, around 50% of the participants met on a weekly basis.

How Many Release Days Were Used ?

- On average, about two out of the five full release days had been used per participant in each year of the study.
- About one-third of the participants in Year One and one-fifth in Year Two did not use any release days at all.

There were several reasons for not making full use of the release days. According to the journal accounts of the 1990-91 participants, the reasons were:

- most of the support needed could be given at prep time, lunch or recess;
- the beginning teachers felt they could not afford to be away from the class anymore because other workshops and meetings have taken them away too often/ anxious about arranging for a supply teacher, especially for special education students who might have difficulties adjusting;
- the supply teacher's strike has made it difficult to arrange for a replacement;
- the participants have difficulty finding out the appropriate budget account to which to charge the release time;
- the support teacher has too many commitments to find time to take off.

On the other hand those who took the release time found it invaluable. A couple of teachers commented that

> "Giving release time is absolutely necessary. It is hard to find extra time to meet with my partner between planning lessons, committee meetings and meeting with parents."
>
> "I really appreciated the half day together. It gave us a period of 'unstressed' time to delve into each topic or concern."
>
> "The half day seemed very valuable, as opposed to brief incidental meetings. It is rather difficult to find time during the day to discuss anything in depth."

When and Where did the Partners Meet ?

- Journal accounts for the first year participants show that short contacts of less than 30 minutes usually occurred at lunch, recess, before and after school. In addition to release time designated for the Peer Support project, long contacts of over half an hour frequently took place during lunch, after school and prep time.

- The most common meeting place was in the school building: in the beginning teacher's or mentor's classroom, lunchroom, hallway and school yard. Some long contacts occurred outside of school, usually in restaurants and one of the teacher's homes.

What Went On During the Contacts ?

- Most of the contacts involved informal discussions on topics that concerned the beginning teachers. In addition, the partners were engaged in a range of activities that took on different formats. The following two appendices list the discussion topics and joint activities in greater detail.

Appendix B:
A Summary of Topics Discussed Between the 1990-1991 Beginning Teachers and Mentors

Parental Contacts

- concern about contacts with parents during interviews, open house, and home visit; advice on how to establish rapport/ how to handle irate parents/ delicate situations and maintain composure;
- how to explain curriculum to parents/ what handouts to prepare for curriculum night;
- how to discuss student's progress with parents/ how to address parental concerns regarding the programme;
- how to liaise between teacher and parent representatives.

Classroom Management

- tips and strategies to deal with inappropriate student behavior in the classroom, gym and yard, e.g. chatting, butting in line, kicking and fights;
- how to deal with specific difficult/ defiant/ attention-seeking students;
- ideas for behavioral modification;
- how to establish behavioral contracts/ ground rules and consequences for breaking the rules.

Emotional Support

- discussing feelings of being overwhelmed and stressed/ physical and mental demands of the job/ general anxiety; "IPRC's early reviews and reporting are coming. Will I survive ?";
- talking about how to survive without burning out/ coping strategies/ stress management techniques, e.g. mental imaging to create a positive attitude;
- talking about feeling of inadequacies: "My curriculum feels like it is in shambles";
- sharing negative feelings : "I feel I am more negative than I'd like to be"; "I'm not sure if I'm really enjoying all this ! Is this a normal reaction ?";
- sharing successes of beginning teacher.

Resources

- o where to get materials/ supplies/ equipment: e.g. math manipulatives for class; science kits; uniforms; computers; computer softwares; consumables; RAP tapes; costumes; props; gym equipment; books on sensitive issues, novels; text books.
- o what to order with limited funds/ what to do about shortages;
- o how to use materials and equipment, e.g. how to hook up computers/ how to use computer for report cards/ who to call for repairing and servicing of equipment e.g. computer, piano;
- o how to make use of the Board's resources, e.g. the Board's reference library, the ECE Resource room, the Artsjunktion;
- o how to use the resources of school psychologists, social workers, consultants/ how to contact them;
- o how to get an education assistant/ how to make more efficient use of them;
- o what outside resources are available e.g. CAS.

Time and Classroom Organization

A. Classroom Organization

- o how to improve the physical layout and appearance of the room/ how to organize classroom furniture better;
- o how to set up a student storage system/ how to organize individual file folder for student's work;
- o how to improve the seating arrangement of students.

B. Time Organization

- o planning the first day/ week/ month; keeping a day book;
- o finding time to plan lessons/ do paper work/ mark projects/ contact parents/ involve in extracurricular activities; setting priorities, putting things in perspective;
- o scheduling/ division of tasks for desk work, outdoor play, circle time, sharing time, etc.;
- o scheduling for a balanced curriculum that includes language, arts, and math;

- deciding on how much time to devote to homework and classroom work/ pacing of work for students.

Instruction

A. Program Content

- ideas for math activities/ math rotation/ what math manipulatives to use;
- ideas and feedback about writing program/ process writing/ creative writing/ journal writing/ story writing folders/ pre-writing activities/ book publishing/ printing/ handwriting/ spelling program;
- ideas for grouping students for reading/ how to improve reading program/ how to implement specific reading program, e.g. "the reader's chair", "reading buddies";
- whole language programming/ philosophy;
- curriculum ideas for art, French, geography, drama, social studies, science, environmental studies, music, computer literacy;
- ideas for special themes and unit: e.g. Valentine, Holloween, anti-racist education and how to integrate them across curriculum/ how to determine about theme suitability/ how to interpret school theme/ how to make transition of themes or units go smoothly;
- ideas for seatwork activities/ enrichment activities/ extracurricular activities/ filler activities of 5-10 minutes/ last week of school activities/ class discussion questions.

B. Instructional Strategies

- how to encourage students to produce quality work/ perform at or above potential/ how to motivate students to read;
- what are the appropriate rewards/ positive reinforcement for good work;
- how to help students who lag behind/ remediation for students experiencing learning difficulties;
- how to individualize program for students in multi-level class/ with a wide range of abilities/ with different learning styles;
- what are the implications of class size and student composition in planning program.

C. Student Assessment

- how to write report cards/ phrase ideas/ what expressions to use in 'poor' reports/ decide on what information to include/ how much detail to include/

how to write the second set of reports to reflect changes that occurred since the first reports;

- how to develop a marking scheme/ how to assess reading levels and abilities at, above, or below grade;
- how to decide on student placements for next year;
- how to use benchmarks/ the ABC chart/ the TOP guide;
- how to set up a record keeping or tracking system using anecdotals, checklists, observations, logs, etc.;
- what are ways to examine student's contributions in class;
- what is a realistic expectation for each student.

System Information

- where to obtain information regarding salary and benefits: sick leaves, extended health claims, medical and dental coverage, payroll policy, other contractual concerns and questions;

- general school routines and Board procedures; e.g. fire drill, hall procedures; yard schedules; staggered entries; update of class list; transfer procedures; bus schedules; who to inform when student is absent; end of the year procedures; kindergarten registration for next year; field trip permission forms and money collected; sign-in book; petty cash; budget for purchasing; TOEF spending; fund raising; inter-board mailing system; keys; liability of this system; confidentiality of records; OSR's; how to get report from social worker;

- when does problem need to be taken to the local school team; what are the procedures for bringing a student to the LST; what to do at LST meeting; role of LST; protocols for LST;

- how to do paperwork on the job; e.g. classroom order sheets for supplies/ materials/ equipment; field trip permission forms; IPRC forms; referral forms for speech pathologists; student attendance cards; medical forms; student registration forms;

- how to sign up for professional conferences/ workshops; plans and options for professional development day;

- what are the requirements and expectations of principals; how to approach administration re problems;

- what are teacher's duties and responsibilities/ work load expectation;

- what are the roles of educational assistant/ school secretary/ consultant;

- what involvement is expected of teachers in special events and activities, such as school concert, Education Week, fun fair, Halloween, spring play;

- how to start a "borrow a book" club/ a school choir/ a parent volunteer program.

Miscellaneous

- questions about QECO;
- advice on joining a committee;
- advice on taking a course;
- advice on probationary assessment and what might be expected;
- staff relations/ networking with other teachers on staff/ what to do about problems with the educational assistant/ child care worker;
- dealing with specific student problems e.g. stealing, student family problem, death in student's family, going to court on behalf of student.

Appendix C:
Activities That Mentors and Novices Did Together, 1990-1991

- planning lessons;
- the mentor reviewing the written work of students from the beginning teacher's class;
- the mentor observing the class of the beginning teacher, paying special attention to the children's work habits, needs and strength and giving feedback;
- team teaching (role-modelling and demonstrating classroom management);
- peer coaching;
- bringing the students of the beginning teacher to visit the mentor's classroom/ to use the computers/ to see a video presentation/ to participate in mural painting;
- the support teacher reading a story/ show a film to the beginning teacher's class to allow the new teacher time to evaluate children individually on their math and reading level;
- the beginning teacher visiting the mentor's class;
- both teachers visiting another classroom or program;
- the mentor working with a new student with a history of behavioral problems in new teacher's class;
- the mentor helping the new teacher to set up the classroom in September/ prepare classroom and displays for curriculum night, parent interview, Christmas;
- making bulletin together;
- setting up staggered entrance in June for next year's Junior Kindergarten students/ preparing a class list/ cleaning classroom for the following September;
- the mentor showing methods of record keeping to the beginning teacher;
- doing sample report cards together/ going over report cards done by beginning teacher;
- the mentor assisting new teacher with interviews of special education students;
- the mentor accompanying the beginning teacher to a field trip/ visiting facilities and resources;
- getting and assembling materials;

- the mentor going through a catalogue with the beginning teacher;
- categorizing classroom library books;
- examining books to determine which ones would be useful to students;
- attending workshop together;
- managing a crisis together.

Appendix D: Strengths and Benefits of the Pilot Project

A number of respondents pointed out that the formalization of the peer support relationship and the provision of financial support by the Board in the form of release time, had given the program a great deal of strength. They felt the official status helped to facilitate interaction between the novice teachers and their mentors, and consequently the help received became more organized and focussed.

> "I'd like to think as well that now the Board acknowledges that there is a need (for mentoring). That we (can) do this formally. Now we can say 'the two of us will go and visit the kindergarten classroom.' Before it would have been very difficult to do that. I appreciate that the Board recognizes it."

> "It's very nice knowing that there is somebody on staff that has been set up for you, and somebody you can turn to if you want, and ... as a board-wide policy makes the Board more appealing to a beginning teacher, to know that there is an investment of time, energy, money and people power to begin their (first) year teaching, which is probably the hardest thing we'll ever go through-- hopefully."

1. Questionnaire Results

Toward the end of the project, teachers and principals were asked to list the most apparent strengths and benefits of the project. The five most common themes that emerge are:

A. The provision of a source of support which is:

- o instant, immediate, available right from the beginning
- o from within the same school/easily accessible
- o given in a non-threatening environment
- o personal
- o stable
- o reliable
- o readily available
- o willing

B. The provision of support/guidance/expertise in a wide range of areas, such as:

- o emotional/moral needs
- o confidence building
- o speeding up assimilation of new teachers
- o problem solving in 'sticky' situations
- o Board and school guidelines/policies/procedures
- o curriculum help
- o practical tips

C. Introduction to at least one friend/buddy/bonding of new teacher to the rest of the staff

D. The opportunity for professional growth through:

- o mutual learning
- o two way sharing
- o team building.

2. Results from the Teachers' Journal Writing (1990-1991) and Focus Group Interviews of Teachers and Principals (1991-1992)

Beginning Teachers

The data collected pointed to the importance of having a mentor to 'make sense ' of the educational system in both the overall system way (the 'big things') and the smaller, procedural minutiae.

> "Just the support basically to have someone there to explain how things in the administration worked, and around the school. No one is there because everyone is so busy. Where to get things, how to get things, from the simplest, easiest things are the toughest things to do."

> "It's as much teaching as it is also the bureaucracy and the school policy, and the little things: getting a parking spot, getting a parking sticker may sound silly, but these little things take up a half an hour or an hour. You just don't have the time with everything else you are doing."

> "She led me through the maze of who to ask for what, and when."

This was especially important in September and October, when they felt 'overwhelmed' by the new experience and the detail.

> "September, October-- the beginning of the first term until up to Christmas, with report cards. Once you do it once you get used to it, but when you don't even know 'How do I phrase this?', and you are sitting there completely blank, you do need somebody to go to talk to."

> "My feeling was that when you started...there was so much, it was so overwhelming. And it was good to feel that (the Board) cared enough about you that they made sure that there was somebody to help you along that early part of it."

> "Her praise and encouragement in daily tasks have bolstered my failing confidence. She was supportive in every way and backed up my assessment of the situation."

> "She sympathized and gave me a shoulder to cry on. She let me know that I'm reacting in a normal fashion and that everyone has days when most things can fall apart."

Also, there was a difference between teachers college and the actual situation of the classroom that could be distressing; the support teacher served as a cushion for this.

> "Besides materials and physical stuff teaching I don't feel personally that I was prepared leaving the faculty of education to teach the class that I came into... I mean I have students that have a lot of problems I am dealing with. I spent a year at this faculty learning whole language and the theory and this is not working with these kids; I have to throw it out the window. That's where a big part of the mentor came in– just as emotional support: this is reality now..."

Mentors

The advantages tended to be similar to those noted in questionnaire results: the sense of reward; the opportunity to assist a teacher beginning his or her career; and the growth opportunities for the mentor.

> "It was good for me to have my batteries recharged. It wasn't a one way thing...I had a lot to offer, and I received from this association too."

> "[The partnership] has widened my own perspective and helped focus my reflections on my teaching strategies."

> "I became much more organized in my thinking because I needed to go step by step in explaining things to the new teacher."

> "I had more interaction with the primary consultant as a result of the visit with the beginning teacher."

Principals

The principals thought the project had advantages for both beginning and support teacher: immediate feedback for the beginning teacher, new ideas for the support teacher.

> "It really helped the first year teachers get through their first year, and gave the established veteran teachers different ideas. They've been established for a long time, and the influence of the new teacher (is in) new ideas, which is very useful."

> "Generally my attitude towards (the project) has been a positive one because it allows the (beginning) teacher to get immediate help and assistance right away. When someone is working as a true mentor, they are focusing on the needs of the person who is looking for support, and so it's supportive, it's direct and it's not complicated."

> "As a principal, I feel the program has a great deal of potential in going a long way to make the first year in the profession a more productive and enjoyable one."

Appendix E: Concerns About the Project

When the experienced teachers were asked to respond to a list of concerns on the questionnaire, the following were identified by at least half of the mentors as areas of concern:

1. exchanging ideas with other support teachers in this project (60% in the first year)

2. finding enough time to help the beginning teacher (54% in the first year, 72% in the second year)

3. wanting other staff in the Board (52% in the first year, 60% in the second) and his/her school (54% in the second year) to be aware of the progress of this project

4. knowing what resources are available to help the support teacher become more effective (54% in the second year)

5. having training (e.g. workshops/service) to become a more effective support teacher (54% in the second year)

6. juggling the demands of this project with other priorities (54% in the second year)

7. knowing what priority the school principal want the support teacher to devote to the project (51% in the second year).

It is worth noting that concerns were somewhat more intense the second year, with one important exception. While exchanging ideas with other support teachers in the project was the most pressing concern in Year One, it was distinctly less a priority in Year Two. It is quite likely that the workshops in Year Two (in which support teachers met together and with beginning teachers in the project) may have addressed some of the concern about this issue.

The difficulty of finding time (see concerns 2 and 6 above) due to the workload of the already overburdened mentors emerged again in the mentor and principal focus group discussions:

> "The thing I wonder is, how much administration, duties or obligations have been forced unto us.."

> "Apart from extra-curricular things, (I'm involved in) lots of in-house things for the school....I'm tied down half the time. Something's got to give."

Other concerns about the program structure and process that surfaced in the interviews and journal reports include:

- Having a say in the pairing process for the teachers/having a clear criteria for principals to do selection/matching teachers by program areas, grade level, proximity of classrooms, personality compatibility, full time versus half time status:

"The mentor was just picked for me by the principal, but at first to tell the truth, I wished I had a chance to pick my mentor. It worked out really well, but initially I was kind of wishing that I had a chance to have some say in this."

I wish there was some kind of ...criteria that principals could possibly look for when they select teachers in a school that could be mentors rather than at the last minute. They should really look at people who have a lot of experience and a lot to share and are really open to all kinds of ideas rather than being paired up with somebody who is fairly rigid about the way things should be done...."

"The match between my coach and myself was not ideal. I am in special ed., my mentor is not. I had questions and needs geared to my particular program that the support teacher had little information about."

"I have been very fortunate to have been friendly to three to four teachers in nearby classrooms to chat with. They have stopped by my classroom and I have gone to ask for some help too. Because I don't bump into my mentor in my daily travels along the corridors, I only chat with her in our meetings. They seem to be rushed because lunch hour is very short."

"We'd already been matched...But because of declining enrollment (our school) reorganized. (The beginning teacher) suddenly became a Grade 4 teacher (instead of a primary teacher)."

"He's half time and I'm full time and he comes in the afternoon and we very seldom see each other during the course of the day unless we have made an appointment...so it's been difficult...I don't know if (pairs) have been placed randomly."

- Not being able to take advantage of the release days:

"I know we had those five days (to take for Peer Support activities) but I never knew when they were and when to have them...we've still got two left... How many of the days will be inservice and how many will be times that we can use on our own and know that from the onset? Because I have this feeling that we're not going to use all our days."

"I feel bad leaving my kids when I don't know who's coming in... that's a problem for a lot of us.. I appreciate the release time but if there is someone going into my room..."

- Half time teachers, or those teaching in more than one school, falling 'between the cracks':

"There's a lack of identity sometimes for half time people. They don't really feel connected to either place because they are constantly on the go, and it's hard to establish positive relations in this situation."

Appendix F
Principals: Responses from the Questionnaires

1. Role of the Principals

When principals were asked to describe their specific role in the project, they listed the following most frequently:

- o meet or discuss with beginning and experienced teachers;
- o monitor/oversee project and release times;
- o provide or encourage emotional support, or a supportive atmosphere to encourage openness/sharing;
- o provide guidance with concerns or problems about the project;
- o be sensitive to new teachers' needs.

2. Impact on Professional Development of Teachers

- o All principals (100%) in the first year said that the project had a positive impact on beginning teachers, and almost all (93%) observed that the project was useful to their professional growth. Most of the principals (80%) thought the Project useful to the professional growth of support teachers.
- o Almost all (91%) of principals in the second year observed that the Project had been definitely useful to the professional growth of beginning teachers, and over two thirds (68%) thought it was useful to the professional growth of support teachers.

3. Workload

None of the 15 principals in the first year or 23 principals in the second year who responded to the questionnaire thought the project took up too much of their own or their staff's time.

4. Priority

The majority (67% of principals) said they had given high priority to the Project all through the year. A few (6 altogether) principals reported they had given a higher priority to the project as the school year progressed; one gave it a lower priority.

5. Enthusiasm

Most principals (87% in the first year, 95% in the second) said they were excited about the Project:

- most (73% in the first year, 60% in the second) had mentioned this to other principals and administrators;
- one third (36% in the first year, 33% in the second) had invited the project teachers to explain the project to other staff in their school staff meeting;
- 27% of principals in the first year and 10% of principals in the second year asked the project teachers to explain the project to visitors.

6. Future Commitment

Principals were asked if they would support a similar project in the future. All who responded in both years said that they would.

Appendix G:
Changes Recommended by Beginning Teachers, Support Teachers, and Principals

Teachers in the Project and their principals (1990-91 only) were asked to list ways the Pilot Project could be improved or changed. At least two-thirds of the respondents from each group wrote in some suggestions. Their collective comments could be categorized under the following headings:

A. Pairing/Matching

- o Team partners who are compatible in the same school/division/ grade/program/subject area/ with classroom in close proximity
- o Do initial matching as early as possible
- o Allow beginning teachers to have input in choosing partners
- o Pairing must be well planned

B. Release Time

- o Use release time money in August
- o have designated, scheduled release days for September and the rest of the school year;
- o Allow more release time between September and June
- o Let coaches use release time to meet as a group
- o Make sure administrators provide release time
- o It must be clear that the charge back for release days do not come off the ward's CIP funds

C. Pre-School Contact

- o Make meeting in August mandatory for all partners
- o Help should start in August
- o The pairs should meet and plan before school begins

D. Mentors

- o Give more explicit descriptions about the qualities of 'ideal' mentors
- o Get input from administrators re suitability of mentors e.g. empathic quality
- o Make sure mentors do not have other major commitments
- o More effective in-service for mentors prior to program
- o Increase resource materials for mentors
- o Pay or give 'lieu day' to mentors for time spent over and above the five release days

E. Interactions among Participants

- o Provide more opportunities for mentors to meet and exchange ideas (suggested by first year participants only)
- o Provide more times for all participants to meet informally, e.g. social gatherings
- o Give more opportunities for new teachers to meet other new teachers for sharing ideas, successes and concerns

F. Alternative Model

- o Include more new teachers in the project
- o Include all new teachers and teachers new to the Board in the Project
- o Explore possibility of one mentor with 2-3 new teachers
- o Try having a full-time consultant-mentor assigned to 4-5 new teachers and spend a day a week with them for the first term

G. Administrator's Role

- o Principals should be more sensitive to the needs of new teachers
- o Principals and school superintendents should strongly support the project to make it work well

H. Others

- o More promotion to raise project profile e.g. to inform parents about the project
- o Have a list of Board resources/ guidelines to help with certain problems
- o Develop mechanism to address difficulties faced in the project

Appendix H:
Sample Research Instruments

Below are the final questionnaries given to beginning teachers and mentors in Year Two of the study. See the Introduction for a complete description of research instruments. Those wanting copies of other instruments may contact Research Services (155 College Street, 7th Floor, Toronto M5T 1P6).

"Peer Support Project"- 1991-1992

Questionnaire for Beginning Teachers

June 1992

ID _____

Part I

1. The following statements are some teaching areas that beginning teachers may perceive as difficult. Please read each statement and circle the response on the five point scale that best represents your perceptions **at this point in time**.

		NOT DIFFICULT				EXTREMELY DIFFICULT
E-1	Establishing friendship with co-workers.	1	2	3	4	5
E-2.	Finding someone in my school to listen to my concerns.	1	2	3	4	5
E-3	Finding someone who can help me adjust to my new role as teacher.	1	2	3	4	5
E-4	Finding someone in my school who can give me advice and guidance.	1	2	3	4	5
S-1	Finding out specific education laws and regulations (eg. teachers' legal responsibilities in field trips).	1	2	3	4	5
S-2	Knowing the Board/school procedures and guidelines.	1	2	3	4	5
S-3	Finding out about curriculum goals and objectives.	1	2	3	4	5
S-4	Finding out about school routines and expectations of teachers.	1	2	3	4	5
S-5	Finding out what the school. administration expects of me in terms of student evaluation.	1	2	3	4	5
R-1	Getting access to professional references (e.g books, curriculum resources) to aid in planning lesson and instructional support.	1	2	3	4	5
R-2	Having professional references (eg. course outlines, Board resource lists) available in my classroom.	1	2	3	4	5

		NOT DIFFICULT				EXTREMELY DIFFICULT
R-3	Getting assistance from resource personnel outside the school (eg. consultants).	1	2	3	4	5
O-1	Balancing the curriculum; giving the right amount of time to each content area.	1	2	3	4	5
O-2	Finding sufficient time to prepare lessons as fully as I would like.	1	2	3	4	5
O-3	Finding sufficient time to mark assignments as tests as fully as I would like.	1	2	3	4	5
P-1	Conferencing with parents.	1	2	3	4	5
P-2	Dealing with parental expectations.	1	2	3	4	5
P-3	Explaining my curriculum to parents.	1	2	3	4	5
P-4	Explaining my evaluation of students to their parents.	1	2	3	4	5
P-5	Designing home activities that will involve parents and children together.	1	2	3	4	5
M-1	Handling disruptive students.	1	2	3	4	5
M-2	Knowing how experienced teachers successfully handle classroom management.	1	2	3	4	5
M-3	Dealing with students' aggressive behavior toward one another.	1	2	3	4	5
M-4	Anticipating and avoiding inappropriate student behaviors.	1	2	3	4	5
I-1	Monitoring students' progress.	1	2	3	4	5
I-2	Writing accurate and useful report cards.	1	2	3	4	5
I-3	Modifying the curriculum and/or my teaching methods to enhance the success of students <u>who are having difficulty</u>.	1	2	3	4	5
I-4	Modifying the curriculum and/or my teaching methods to involve and challenge students <u>who learn quickly</u>.	1	2	3	4	5

		NOT DIFFICULT				EXTREMELY DIFFICULT
I-5	Knowing how to provide a program in which all my students can experience success.	1	2	3	4	5
I-6	Knowing more about how to teach multi-age or family groupings.	1	2	3	4	5
I-7	Using different grouping methods appropriately (eg. whole class, small groups, paired).	1	2	3	4	5
I-8	Being able to work with overly-dependent students without ignoring the rest of the class.	1	2	3	4	5
I-9	Motivating reluctant, disinterested students.	1	2	3	4	5
I-10	Preparing materials for individualized instruction for the gifted or slow learner.	1	2	3	4	5

2. Are there any other areas that you are struggling with as a beginning teacher at the moment? If there are, please write them below

_____

_____

_____

Part II

Questions about your experience with the Peer Support Project

1. **Overall**, your experience with the Peer Support Project has been:

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

2. In terms of **professional growth**, your experience in this project has been:

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

3. On average, how often have you received support from your support teacher during the 1991-1992 school year? (Check one response for each term)

	Sept	Oct-Dec	Jan-Mar	April-June
a. daily	____	____	____	____
b. a couple of times a week	____	____	____	____
c. weekly	____	____	____	____
d. a couple of times a month	____	____	____	____
e. monthly	____	____	____	____

f. OTHER (please specify): _____

4. How many release days have you and your partner requested for this project between September 1991 and June, 1992?

_____ and/or _____

(no. of full days) (no. of half days)

5. My support teacher was...

NOT SUPPORTIVE		SOMEWHAT SUPPORTIVE		VERY SUPPORTIVE
1	2	3	4	5

6. Please indicate the extent of support you received from the support teacher in the following areas during the past year. Circle the appropriate number for each item.

	NONE		SOME		A LOT
a. Instruction (finding out about learning strategies)	1	2	3	4	5
b. System (obtaining information related to procedures and guidelines of school/board)	1	2	3	4	5
c. Resource (becoming familiar with teaching resources/materials/ facilities)	1	2	3	4	5
d. Emotional Support (gaining personal support through empathic listening and by sharing experiences)	1	2	3	4	5

	NONE		SOME		A LOT
e. Time Organization (finding sufficient time for administration, committee work, preparing lessons, marking assignments, and balancing the currriculum)	1	2	3	4	5
f. Parental Contact (receiving help on how to interact and communicate with parents)	1	2	3	4	5
g. Classroom Management (learning effective ways to promote positive behavior in children)	1	2	3	4	5

7. Were there other kinds of support you received from the support teacher which were not mentioned above? If there were, please write them below

_____

_____

_____

8. In your opinion, what are the **three greatest strengths** of the Peer Support Project?

1. _____
2. _____
3. _____

9. What are the **three changes** would you recommend for the Peer Support Project?

1. _____
2. _____
3. _____

10. The pairing arrangement officially finishes at the end of June 1992. If this arrangement for your pair terminated prior to June, please state **when** it was terminated, and the **reasons** for its termination.

Date: _____

Reason(s) _____

Part III

Questions about your experience as a first-year teacher

1. Your overall experience as a beginning teacher has been:

POSITIVE				NEGATIVE
1	2	3	4	5

2. What grade level (s) did you teach this year:_____

3. What subject (s) did you teach this year:_____

4a. In addition to the support teacher assigned to you, from which of the following staff have you received help and support? Check as many as appropriate.

( ) principal
( ) vice principal
( ) other teachers in my school
( ) other support staff in my school (eg. clerical staff)
( ) curriculum consultants
( ) curriculum co-ordinators
( ) school superintendents
( ) Other (please specify)_____

4b. Which of the above has been most helpful? (Write one answer only.)

_____

5. At this point in time, how do you feel about your decision to become a teacher?

( ) I feel have made the right decision
( ) I feel I have made the wrong decision
( ) I am not sure about my decision

6. If you had to choose a career over again, would you decide to become a teacher?

( ) Yes
( ) No
( ) Not sure

7. Do you see yourself in the teaching profession two years from now?

( ) Yes
( ) No
( ) Not sure

8. Would you like to make any other comments about the Peer Support Project? If you do, please write them below.

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE!

Confidentiality: The information on this form will be protected under the Municipal Freedom of Information and Protection of Privacy Act, 1989

"Peer Support Project"- 1991-1992

Questionnaire for Support Teachers
June 1992

ID _____

Part I

1. The purpose of this part of the questionnaire is to find out what you think about your role as a support teacher. Please choose the response on the five point scale that best represents your current thoughts.

	NOT TRUE				VERY TRUE
a. I would like to find out more about the purpose of this project.	1	2	3	4	5
b. I would like to read about how to become a more effective support teacher.	1	2	3	4	5
c. I would like to have training (eg. workshop/seminar) to become a more effective support teacher.	1	2	3	4	5
d. I would like to know what resources (eg. staff, materials) are available to help me become a better support teacher.	1	2	3	4	5
e. I would like to have an experienced support teacher as my role model.	1	2	3	4	5
f. I would like to coordinate my efforts with other staff involved in this project.	1	2	3	4	5
g. I would like to exchange ideas with other support teachers in this project.	1	2	3	4	5
h. I am concerned about finding enough time to help the beginning teacher.	1	2	3	4	5
i. I am concerned about juggling the demands of this project with my other priorities.	1	2	3	4	5
j. I would like to know what priority the school principal wants me to devote to this project.	1	2	3	4	5

	NOT TRUE				VERY TRUE
k. I am concerned about the limited materials and resources available for this project.	1	2	3	4	5
l. I would like other staff in my school to be aware of the progress of this project.	1	2	3	4	5
m. I would like other staff in the Board to be aware of the progress of this project.	1	2	3	4	5
n. I would like to know how to excite other support teachers in this project about their involvement.	1	2	3	4	5
o. I would like to know how to influence more staff to volunteer in this type of project in the future.	1	2	3	4	5
p. I would like to modify my mode of helping beginning teachers based on the insight I gained from this project.	1	2	3	4	5

2. When you think about facilitating the induction of beginning teachers, can you think of other current concerns that have not been covered above? If you can, please write them below.

_____

_____

_____

Part II

Questions about your experience with the Peer Support Project

1. **Overall**, your experience with the Peer Support Project has been:

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

2. In terms of **professional growth**, your experience in this project has been:

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

3. There were three **workshops** given as part of the Peer Support Project-- one in November, one in February, and one in April. How useful did you find these workshops?

NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL
1	2	3	4	5

4. On average, how often have you given support to the beginning teacher during the 1991-1992 school year? (Check one response for each term)

	Sept	Oct-Dec	June-Mar	April-May
a. daily	____	____	____	____
b. a couple of times a week	____	____	____	____
c. weekly	____	____	____	____
d. a couple of times a month	____	____	____	____
e. monthly	____	____	____	____

f. OTHER (please specify): _____

5. How many release days have you and your partner requested for this project between September 1991 and May, 1992?

_____ and/or _____

(no. of full days) (no. of half days)

6. My beginning teacher was...

NOT RECEPTIVE		SOMEWHAT RECEPTIVE		VERY RECEPTIVE
1	2	3	4	5

7. Please indicate the extent of support you have given to the beginning teacher in the following areas during the past year. Circle the appropriate number for each item.

	NONE		SOME		A LOT
a. Instruction (finding out about learning strategies)	1	2	3	4	5
b. System (obtaining information related to procedures and guidelines of school/board)	1	2	3	4	5
c. Resource (becoming familiar with teaching resources/materials/ facilities)	1	2	3	4	5
d. Emotional Support (gaining personal support through empathic listening and by sharing experiences)	1	2	3	4	5
e. Time Organization (finding sufficient time for administration, committee work, preparing lessons, marking assignments, and balancing the currriculum)	1	2	3	4	5
f. Parental Contact (receiving help on how to interact and communicate with parents)	1	2	3	4	5
g. Classroom Management (learning effective ways to promote positive behavior in children)	1	2	3	4	5

8. Were there other kinds of support you gave to the beginning teacher which were not mentioned above? If there were, please write them below.

_____

_____

_____

9. In your opinion, what are the **three greatest strengths** of the Peer Support Project?

   1. _____

   2. _____

   3. _____

10. What are the **three changes** would you recommend for the Peer Support Project?

    1. _____

    2. _____

    3. _____

11. Would you like to participate in a similar kind of project in the future?

    ( ) yes

    ( ) no

    ( ) Am not sure.

12. The pairing arrangement officially finishes at the end of June 1992. If this arrangement for your pair terminated prior to June, please state **when** it was terminated, and the **reasons** for its termination.

    Date: _____

    Reason(s) _____

13. What grade level (s) did you teach this year:_____

14. What subject (s) did you teach this year:_____

15. Would you like to make any other comments about the Peer Support Project? If you do, please write them below.

    _____

    _____

THANK YOU FOR YOUR ASSISTANCE!

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